DOCUMENT RESUME

ED 370 226 EA 025 861

AUTHOR Mathis, Emily D.; Doody, John E.
TITLE Grant Proposals: A Primer for Writers.
INSTITUTION National Catholic Educational Association, Washington, D.C.
REPORT NO ISBN-1-55833-129-8
PUB DATE 94
NOTE 66p.
AVAILABLE FROM National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Catholic Schools; Elementary Secondary Education; Fund Raising; *Grants; *Grantsmanship; Private Financial Support; Private Schools; *Program Proposals; *Proposal Writing; *School Support; Writing Strategies

ABSTRACT

Relatively few private and parochial schools are tapping funds available through grants, partly due to a lack of grantseeking skills in the K-12 institutions. This booklet offers guidelines for writing grant proposals for elementary or secondary school projects. Following the foreword, acknowledgements, and introduction, chapter 2 offers tips for getting started. First steps are to make a list of needs, seek out the appropriate foundations, and work with a colleague. Suggestions for designing the project and outlining the grant narrative are provided in chapter 3. The proposal's framework includes the following sections: introduction, problem statement, objectives, methodology, and evaluation (IPOME). The fourth chapter explains how to construct the budget, specifying personnel and nonpersonnel costs. Chapter 5 offers guidelines for writing the proposal's narrative, which details the IPOME skeleton. This chapter outlines the characteristics of a good proposal and identifies common problems listed by the receivers of proposals. A summary of tips and 12 exhibits are included. Appendices contain examples of three successful proposals and information on available workshops and videotapes on grant writing. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Grant Proposals: A Primer for Writers

ED 370 226

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Kokus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 025 861

BEST COPY AVAILABLE

LA

Grant Proposals: A Primer for Writers

by
Emily Duncan Mathis, EdD
John Edward Doody, FSC, PhD

National
Catholic
Educational
Association

3

©National Catholic Educational Association 1994
ISBN 1-55833-129-8

Table of Contents

About the Authors v

Foreword vii

Acknowledgements viii

Chapter I Introduction 1

Chapter II Getting Started: Do It Now! 5

Make a List 5

Work with a Colleague 6

Chapter III. Designing the Project and Outlining the Narrative 11

Introduction 14

Problem Statement 15

Objective 17

Methodolgy 17

Evaluation 19

Chapter IV. Constructing the Budget 21

Chapter V. Preparing the Proposal Narrative 25

Characteristics of a Good Proposal 27

Common Proposal Problems 28

Letter and Conversational Proposals 30

Summary 34

Appendices 35

Appendix A: Proposal One 36

Appendix B: Proposal Two 48

Appendix C: Proposal Three 53

Workshops and Video Tapes on Grant Writing 56

Listing of Exhibits

Exhibit A	Sample Grants to Private Schools Throughout the U.S.	8
Exhibit B	Grant Proposal Skeleton	13
Exhibit C	Overview Grant Proposal	14
Exhibit D	Introduction	15
Exhibit E	Problem	16
Exhibit F	Objective	17
Exhibit G	Methodology	18
Exhibit H	Preparing the Timeline	19
Exhibit I	Evaluation	20
Exhibit J	Preparing the Budget	24
Exhibit K	Sample Letter Proposal	31
Exhibit L	Sample Conversational Proposal	33

About the Authors

Emily Duncan Mathis EdD, Director of Graduate Education Programs at Christian Brothers University, and *Brother John Edward Doody, FSC, PhD*, Director of Research Grants and Contracts, have raised over $12,000,000 through proposals for the University and thousands more through other grants working as consultants for individual schools, school systems, colleges, and universities. They have presented national workshops and seminars on proposal writing and have served as consultants and referees to the United States Department of Education, the National Science Foundation (NSF), the Grants Information Center, and the Academy for Education Development in Washington D.C. as well as state agencies, Catholic diocesan school districts, public schools, and independent schools. Their work for many years was devoted to raising funds for higher education; more recently they have expanded their efforts to include elementary and secondary schools. They have received grants for a variety of educational needs which include equipment, program development, endowment funds, teacher training, scholarships and buildings.

Before becoming Director of Grants in 1983, Dr. Doody was chairperson of the Division of Science and Mathematics, and professor of science at Christian Brothers University. He is also certified to teach secondary school science and mathematics. As Director of NSF Chautauqua Short Courses Center, he has updated over 2,000 college teachers of science. His personal research was funded by the Department of Interior, NASA, NSF, and the Department of Energy. Both he and Dr. Mathis have trained over 1,000 elementary and secondary teachers through summer workshops and seminars. They had a total of forty grants funded for various facets of faculty development, both at the University as well as at the elementary and secondary school levels.

Dr. Mathis has served as Assistant to the President, Department Head of Human Development and Learning,

Director of Graduate Education Programs and professor of English at Christian Brothers University. She is a state certified teacher of grades one through eight, and she has high school endorsements in French, English, and school administration. Dr. Mathis was a National Science Foundation fellow and toured the Soviet Union studying and visiting schools through a grant from Kent State University. She taught on the secondary level before moving on to college and continues to work in teacher training institutes funded through grants. Currently, in addition to her proposal writing, Dr. Mathis directs the graduate education programs at CBU, which include a summer program in Educational Leadership for Non-Public School Administrators.

Foreword

This thirteenth booklet in our development series encourages and guides the writer in preparing a text for the grant proposal for elementary or secondary school projects. Emily Duncan Mathis, EdD and Br. John Edward Doody, FSC, PhD, two leaders at Christian Brothers University, offer the breadth and depth of this topic born only from their experiences as teachers, grant writers and mentors.

As teachers, they clearly explain the components in their proposal outline, supplying explanations, pointers and sample documents. As grant writers of funded proposals, exceeding $12 million for Catholic education from kindergarten to graduate levels, they prove their approach works. As mentors to hundreds of Catholic school participants through their grant writing workshops, the authors now extend that same encouragement to you, the reader. The National Catholic Educational Association is proud to present such a fine guide to those who will write grants for our Catholic schools.

While this publication addresses the preparation of the proposal, the NCEA fastback *Seeking Foundation Grants* by Barbara Stewart Gary, describes the research and selection of foundations. This initial foundation research is the preamble to the proposal preparation described in *Grant Proposals: A Primer for Writers.*

I am grateful to the many critical reviewers for this publication: Sr. Mary Dernovek, SNJM, Director of Development for the Sisters of the Holy Names, Oregon; Sr. Elizabeth McCoy, ACJ, Director of Development of Ancillae-Assumpta Academies, Wyncotte, PA; Ms. Suzanne R. Whitmore, Director of Development, Arthur Slade Regional Catholic School, Glen Burnie, MD; Mr. Richard Heimkamp, Vice President for Development, Loyola Academy, Wilmette, IL; Ms. Patricia Usyk, Director of Institutional Advancement, St. Gregory the Great Parish, Plantation, FL; and Sr. Kathleen Collins, SFCC, Assistant Executive Director, Elementary School Department at NCEA.

Mary V. Burke, SNJM
Secondary School Department

Acknowledgements

The authors wish to express appreciation to Sister Carol Shiveley and Dr. James Luckey who permitted their proposals to be included as examples in this publication. To Sister Mary Burke we offer gratitude for editorial assistance and for providing us a vehicle, through NCEA, for sharing the results of many years of research and application of grant writing techniques.

To Christian Brothers University, where we have practiced our craft for a combined total of 60 years, we are grateful for the opportunity to pursue our work in the most pleasant of academic environments.

I. Introduction

In this age of increasing educational costs and diminishing resources, complicated by greater competition for existing funding, schools, especially private schools, are continually seeking new sources of revenue. Candy drives, bake sales, bingo and raffles are common activities for nearly all parochial and private schools, but relatively few are tapping funds available through grants and planned solicitation. Why is this so?

The senior program officer in charge of education programs at a large foundation commented on this recently. She said that when she joined the foundation she was concerned with extremely low participation rates in the grant programs by the pre-collegiate school community. At that time that particular foundation awarded most of its grants to colleges and universities and received very few proposals from secondary and elementary schools. Part of the reason for this, she said, was the failure of the foundation to communicate its interest in pre-collegiate school participation but, more importantly, the other factor that contributed to this circumstance was a lack of grant-seeking skills in the K-12 institutions.

With this publication we hope to help remedy that situation by introducing you to those skills in a step by step format and then challenging you to use them to attract funds to your school. Through workshops and seminars we have provided basic instruction to Catholic school personnel which, when combined with time and effort, resulted in the acquisition of school buses, new programs, computers, faculty development opportunities and a host of other things needed by the Catholic schools. By now you are probably wondering how much money we are talking about. More than you might think!

In 1992 statistics show over $78 million were given to 2,637 elementary and secondary schools; this is up from $72 million given to 1,414 schools just two years earlier. The trend is

rising dollars. The one hundred largest foundations gave $48 million of those dollars, but individuals gave more money than all organizations combined, and that is an important fact to remember for planning your direct solicitation visits. Now I can hear you asking, "For what was the money given?" Well, the list is long and varied, but the following are a few examples:

In a single year the Kresge Foundation gave $100,000 to a Catholic secondary school for purchases and renovation of an educational facility; the Fritz Burns foundation gave many five figure grants to Catholic elementary schools in California; the David and Lucille Packard Foundation gave over $100,000 to various elementary schools for music programs as well as student trips to Washington D.C.; the Prince Foundation gave $75,000 for a building fund; the John McCune Charitable Trust gave over $100,000 for general support; and the Dr. Scholl Foundation gave many grants to Catholic schools ranging from $10,000 to $50,000 each for such purposes as teacher-student resources, computer equipment, tutoring rooms, library acquisitions, salary for a start up program and higher achievement programs. Consider the table on pages 8-10.

You can see that almost any need is fundable if you can present a good case to the right agency, but you have to ask before you receive. A story was told the other day about two men who had played golf together every week for fifteen or twenty years. One was Fr. O'Malley, superintendent of Catholic schools in a large diocese, and the other was a prosperous local businessman. As they were walking from the fourth to the fifth hole on a sunny spring afternoon, Fr. O'Malley, who had been rather pensive during the outing, turned to his friend and said, "Tom, I've had something on my mind for a few days that I've been wanting to talk to you about." Tom asked, "What is it, Father?" To which Fr. O'Malley replied, "Tom, do you consider me an intelligent man and a faithful servant of my community and my church, a good steward?" Tom, rather puzzled, answered, "Of course, Father. Why would you ask?" Fr. O'Malley asked, "Then why in the world didn't you give that $20,000 educational scholarship to us rather than to that Presbyterian school down the road?" And Tom responded, "Why, Father, they asked and you didn't." *Ask and you receive!* In the foundation world the most effective vehicle for a gift is a well

written proposal.

Now you are probably saying that you do not know how to write a proposal nor do you do have the time, even if you did know how. *Both skill and time are necessary for success.* We have found that many can learn the basics of writing a clear, concise grant proposal with a set of guidelines and some practice. The time investment involves research, discussion, preparing drafts and the final text. However, that time can pay off for both the school and for the author. Besides the benefits to the school such as equipment, supplies, scholarships, there is usually compensation for the project director. The pay might amount to an extra month's work in the summer or a few Saturdays during the school year, depending on the scope of the work and the nature of the proposal. Even a trip to a model program site or a workshop might be appropriate if it is relevant to the project for which funding is being requested. Therefore, many teachers, librarians, and other school staff write and submit proposals for projects that interest them. Even in schools which have a development officer, other personnel are usually encouraged to help in the search for needed funding.

Are you convinced now that you might be a budding proposal writer? Ready to learn more? Then let us get started. The remainder of this publication is divided into five parts:

II. Getting Started
III. Designing the Project and Outlining the Narrative
IV. Constructing the Budget
V. Preparing the Proposal Narrative
Appendices

II. Getting Started: Do it Now!

Make a List!

Perhaps you cannot do the entire project now, but you can start a list of wants and needs and leave it in an obvious place, so that you can add to it as ideas and needs occur to you. As a matter of fact, you can start more than one list. How about one at school and another at home, so that you can get your thoughts and ideas on paper wherever and whenever they occur to you? Now, start to conceptualize projects and make notes on each idea. Your list will certainly include your own ideas, and they will probably be the first ones. You can also add good ideas and needs expressed by others, including administrators, teachers, students, parents; many will be mentioned incidentally, rather than presented formally, but they can still be captured and preserved in your file.

Also, look outside your own school for new and good things that are happening in education. Label a file folder or three ring notebook "Proposal Ideas" and clip articles from newspapers and other publications that describe innovative approaches used in other schools to solve problems or create a better learning environment. The notebook is handy for keeping other information relative to grants that will be used in other submissions, such as mission, school statistics, and history. Never hesitate to copy a good idea or project, but do not be afraid to challenge your own creativity and that of your colleagues in developing programs and strategies. Try to have a faculty meeting discussion about "possibilities if we had the funds." Do keep in mind your own school's philosophy, mission and physical capacity when generating ideas. For example, do not request funding for an elementary school science laboratory unless there is an available space

with capacity for electricity and water as needed. Equally important, identify the individuals who are best qualified to carry out the project or program; involve them significantly as early as possible. If you want a grant to add a computer room to the library, engage the librarian in the planning, or if you envision a new program in whole language, ask the teachers who will work in the program or be affected by it to help in the proposal development. Unless someone else at the school supports the idea, you may be stuck with all the work of completing a project which will be abandoned after the grant expires or will fail because the right people were not involved in the planning.

Work with a Colleague

Try to recruit a colleague who is also interested in the project to work with you throughout the development stage of the proposal. Two people or more working together can share ideas, critique narrative and help prioritize needs. The principal can usually find resourceful solutions for providing some free time with the necessary people. Creative scheduling and administrative and volunteer commitment can allow some designated planning time even in the busiest schedule. If teachers are released from other duties to draft the proposals, the principal outlines the expectations and establishes a reporting schedule to monitor progress.

Although this manuscript addresses how to write the proposal, a quick review of the research necessary for finding the funding source follows.

An essential component of the process of obtaining grants is researching the potential funding sources. The publication *Seeking Foundation Grants* by Barbara Stewart Gary, National Catholic Educational Association, 1985, ISBN 1-55833-018-6, provides a detailed description of the search. A quick review of the steps in finding a funding source may be adequate for the beginning proposal writer. The steps in seeking funds are

- identify possible sources of funding;
- obtain guidelines for the programs that may provide support;
- decide if your school meets the requirements in the guidelines;
- contact local businesses and individuals.

Although identifying foundations may require several hours of work in the library, *The Foundation Directory* greatly simplifies the search. This book, which is published by the

Foundation Center in New York City, describes 3000 foundations that give over $100,000 a year and can be found in most college libraries. In addition, any college development officer will be able to tell you the closest public library containing comprehensive collections of information on foundations and grants. Two additional books that will simplify your search are the *Comsearch Printouts* and *The Foundation 1000*. The *Foundation Directory* is the basis for both books; *Comsearch Printout* is a computer search of the foundations with an excellent index of the various programs for which you may be seeking funds. The *Foundation 1000* gives detailed analyses of 1000 foundations with a list of recently funded grants.

It is essential to seek foundations whose past giving records are most closely related to your needs. Novice development officers and proposal writers sometimes waste much time trying to force fit a proposal into a foundation whose guidelines are not compatible with their project or which does not fund in their locale. It is an insult to the foundation to approach them until you have done your homework on their history of giving. On the other hand, the foundation officers can be most cooperative if you show that you are familiar with their past performance and you have a complete, well-constructed proposal. It is permissible to telephone a funded school to seek information on a foundation, but do not ask for a copy of the successful proposal. If, however, it is offered by all means, accept.

When researching funding sources, remember that most money comes from individuals, so your proposal may serve only as a vehicle for an administrator to use in a meeting with a potential donor. If your school administrator can arrange to meet a person at the foundation, this is a definite plus. Your chances of funding are enhanced even more if a donor or a funding representative visits your school; larger grants of six figures usually require personal visits.

Now you are wondering who some of the agencies are that give to Catholic schools and what are they willing to fund. Research for these foundations may take 40% of the time to prepare the proposal, so the following table will save you a substantial amount of time. Listed are foundations which not only gave funds to independent elementary and secondary schools, but also which give outside of their immediate area. We have listed the state in which they are located, since this permits an easier search for more details in the Foundation Directory.

Exhibit A

SAMPLE GRANTS TO PRIVATE SCHOOLS THROUGHOUT THE USA

CHARLES E. CUPEPPER FOUNDATION (CT)	
11 Grants for Faculty Renewal Programs	$15,000
RJR NABISCO (DC)	
General Support	15,000
RASKOB FOUNDATION (DE)	
Renovation	55,000
Fixtures and Electricity	5,000
Refurbish Library	10,000
Heat and Air for Computer	5,000
Teacher's Salaries	10,000
Equipment	6,000
Sewage Pump	5,500
Cafeteria Renovation	10,000
Needy students	9,000
Relocate a high school	6,000
Faculty development	15,000
KOCH FOUNDATION (FL)	
Tuition for Needy	10,000
Enrichment programs for needy students	8,000
Tuition aid for very needy black students	10,000
JESSIE BALL DUPONT FOUNDATION (FL)	
Computer Program	50,000
DR. SCHOLL FOUNDATION (IL)	
Computer Hardware and Software	19,350
Tuition Assistance	25,000
Tuition Assistance	12,600
J. BULOW CAMPBELL FOUNDATION (GA)	
New Physical Education Space	250,000
For endowment	300,000
St. Andrews TN school	10,000
W. K. KELLOGG FOUNDATION (MI)	
Teacher Training Program	370,000
Teacher Training Program	746,380
HEARST FOUNDATION (NY)	
Endowment fund for financial aid	20,000
Student financial aid	10,000

Financial Assistance	25,000
Computerized Writing Curriculum	10,000
Student financial aid	10,000
ANDREW W. MELLON FOUNDATION (NY)	
A. P. Program	$250,000
DEWITT WALLACE READERS DIGEST (NY)	
Aid to Disadvantaged Students	75,000
Leadership Program for History Teachers	432,185
Enrichment of High School Teachers	75,000
WM. RANDOLPH HEARST FOUNDATION (NY)	
Provide Financial Aid and Help Restore Building	35,000
Minority Student fund	25,000
STARR FOUNDATION (NY)	
Tuition for one student	5,000
EDNA MCCONNELL CLARK FOUNDATION (NY)	
Staff Development & Training for Curriculum Change	400,000
KNIGHT FOUNDATION (OH)	
Fine Arts facility	100,000
KROGER CO. FOUNDATION (OH)	
Renovation for Day-care in High School	12,500
PEW CHARITABLE TRUSTS (PA)	
Expand Stipend Program for Poor, High-achievers	180,000
Teacher Training	25,000
H. J. HEINZ ENDOWMENT (PA)	
Capital Funds	15,000
USX FOUNDATION (PA)	
Capital Grant	34,000
EDWARD E. FORD FOUNDATION (RI)	
Financial aid to qualified minority students in 9-12	35,000
Endowment for professional development 14 grants of	35,000
3 Different financial aid grants	50,000
Financial aid for minorities	50,000
Financial aid for minorities	40,000
Revisions	50,000
Build New Science Lab	50,000
Rehabilitation and Faculty Housing	50,000
17 Faculty development grants	50,000

COMMUNITY FOUNDATION (TN)	
Presbyterian Day School, Memphis	15,500
University School - Jackson, MS	185,000
St. Edward's School, FL	5,000
LYNDHURST FOUNDATION (TN)	
Faculty Development	5,000
EXXON EDUCATION FOUNDATION (TX)	
Math Related Teachers Fund	25,000
GANNETT FOUNDATION (VA)	
Occupational Therapist in Specialized School	7,000
Modernize dining hall for outdoor educational agency	5,000
DERANCE FOUNDATION (WI)	
Roadwork	10,000
STEWARDSHIP FOUNDATION (WA)	
Capital Campaign	25,000

After identifying pressing needs or problems that could be solved with money, working out a schedule for writing the proposal, and identifying some potential funding sources, it is time to begin mapping out a strategy to present to a foundation. That strategy is called *project design*, and there are certain elements common to all.

First and foremost, be honest. Do not exaggerate the ability of the school to do certain things, and do not promise more than you can deliver. Limit objectives to those within reach; it is not necessary to fix the whole school system. Although fresh ideas are always attractive, many tried and true approaches are still valuable; it is not always essential to be unique, but it is important to show that your approach is both practical and do-able and that it meets the needs of the students. The challenge is to convey that the school administration has vision, energy, commitment, focus and enthusiasm, and there should be a plan for continuing the program after the grant ends.

III. Designing the Project and Outlining the Narrative

One of the first questions asked is how long a proposal needs to be. The length will depend to some extent on the guidelines. Some foundations, corporations and government agencies have a prescribed limit, but usually not. It is incumbent on the writer to follow the guidelines and write as much as necessary to clearly state the case. However, a concise document is always appreciated by the readers. Some proposals are no more than ten pages and others may be over a hundred. Most elementary and secondary school proposals will be shorter, (no more than fifteen pages) but will contain very specific information, some of which may need to be researched. Also, proposals to foundations tend to be much shorter than those to government agencies.

The first step is to carefully define the problem the grant proposal addresses. For example, you may identify the problem as the absence of a computer lab, but the real problem is that the students are not computer literate. The lab is a method used in effecting a solution, not the problem itself. Or, you may say a problem is that your school has no budget for faculty development at workshops and seminars on critical thinking, but in fact, the real problem is that your students are not learning to be critical thinkers. Professional development opportunities in critical thinking are needed in order for faculty to be trained to introduce critical thinking skills into the classroom. The primary solutions to student problems or needs in these two instances hinge on the availability of a computer lab and opportunities for faculty

training. These are means or methods which affect facilities and faculty, but the ultimate benefactors are students. Needs and benefits should always be stated in terms of students rather than administration or faculty.

The schools' needs and the proposed solutions must be justified. A needs assessment should be initiated early in preparation for developing a proposal in order to fulfill a three-fold purpose.

1. To convince the funding source that there is a pressing need or problem that should be addressed.
2. To create the feeling of urgency and compel the funding source to act favorably on your proposal.
3. To demonstrate that the need is related to the purposes and goals of the organization.

A variety of approaches, both formal and informal, may be used to include any or all of the following

- **Key Informant**: testimony from people who know about the problem.
- **Community Forum**: (or school or parish or parent/teacher meetings) to get testimony on the problem.
- **Case Studies**: examples of students in the need population.
- **Survey**: random selection of population to answer questions related to need.
- **Statistics**: use of census data, government studies or reports, research articles, to develop a statistical picture of the need population.

Information gathered will be used in the problem/needs section of the proposal when writing begins. To help outline the project, we have developed a chart of very typical information needed for almost any proposal. We call it the IPOME (Introduction, Problem, Objective, Methodology, and Evaluation) chart, and it is a skeleton on which you record the bare bones of the proposal which you will flesh out as the narrative develops. Following that is a flow chart of essential information. (See Exhibits B and C for examples.)

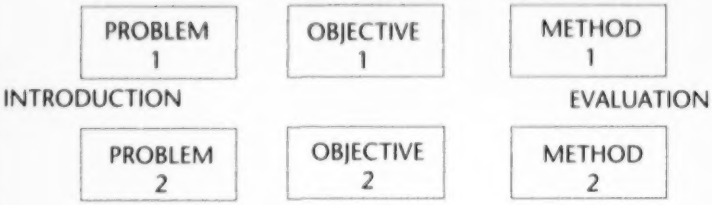
Exhibit B

GRANT PROPOSAL SKELETON

INTRODUCTION	
PROBLEM	
OBJECTIVE	
METHOD	
EVALUATION	

Exhibit C

OVERVIEW GRANT PROPOSAL



INTRODUCTION: establish credibility, do not beg
PROBLEM STATEMENT: refer to a needs assessment, other documentation
OBJECTIVE: construct at least one for each problem; must be measurable and specific
METHOD: include activities to accomplish objectives; break into specific tasks and a timeline
BUDGET: determine cost for each task in the method; identify categories
EVALUATION: provide for both formative and summative evaluation; measure outcome and accomplishment of objectives, not activity

Introduction In the introduction you establish credibility, you do not beg! Focus on the following four points:

History - When school was established, by whom, mission, significance.

Strengths - Accreditation; recognitions; honors and awards received by students, faculty, school; outstanding performance on national tests, scholarship results.

Students - Descriptions of racial and ethnic composition and identification of gifted, disabled, economically disadvantaged, or all of the above.

Faculty - Degrees, unique qualifications, awards, ethnic or racial composition (if appropriate).

Tell something good about your school; mention any unique features, i.e., an astronaut, a congressman, or a well known public figure was a student there; it was the first

integrated private school in the area; it is the oldest Catholic school still in operation in the region, and so on. This should be brief, probably one, no more than two, typed pages. (See Exhibit D for an example.)

Exhibit D

INTRODUCTION

Madonna Elementary School was established in 1950 by the Sisters of Mercy to serve the needs of deprived inner city youngsters from preschool age through sixth grade. Seventy percent of our children come from families whose annual income is below $10,000. Many come from single parent families. About half of our students are African Americans, Hispanic Americans and Oriental Americans. About ten percent have tested as talented and twenty percent are learning disabled; the other seventy percent are typical.

The school has 300 students and fifteen teachers including a music teacher, an art teacher, and a counselor. Four of these are Sisters of Mercy and eleven are lay teachers. In addition, three aides assist in the preschool program. Three of the teachers hold masters degrees, and the others have bachelors degrees. All are certified by the state.

The school is accredited by the State of Tennessee and the Southern Association of Colleges and Schools. Madonna School was recognized by the Urban Coalition for Education for its contribution to education with the Annual Excellence Award in 1989 and was honored by the local Jaycees for its contribution to urban education in 1992.

Madonna's program is supported by Hyde Industries in the Adopt-A-School Program, which enables the school to offer an enrichment program once a week to gifted students. Apple Corporation donated ten computers for student use in 1990.

Problem Statement

In this section you verify the problems or needs that exist using varied techniques. Support your statements with statistical evidence whenever possible. Refer to the results of the needs assessment to provide documentation. Here are six approaches for verification.

1. Use statistics from reports, research and surveys, test scores as compared with other schools, student/teacher ratios compared to some norms.

2. Cite state requirements, failure or inability to comply with new state standards and so on.

3. Quote statements from authorities who know about the problem, such as teachers or experts in the field of education and others who are close to the problem such as parents, community helpers and/or students about needs.

4. Give examples of cases, e.g. "Kimberly Ryan is a typical student who would benefit from ...."

5. State the needs in terms of one person, e.g. "The average student at Madonna School comes from a family of four with an income of less than $10,000; therefore no money is available for cultural events or even bus fare to free exhibits and plays...."

6. Describe a national need and reduce it to a local situation that is more understandable: e.g., "According to the National Science Foundation there is a 'critical need for scientists in America'" but at St. John school there is no science laboratory and students are limited to a textbook description of experiments; thus, there is very little interest in pursuing science as a course of study or a career."

It is necessary to focus on what the ultimate benefit will be to the youngsters whose needs you present and how this proposed solution will reduce, offset, or eliminate the problem in your school. (See Exhibit E for a sample problem statement.)

Exhibit E

PROBLEM

(Sample from funded proposal)

The National Science Board Commission states that "a fundamental goal of education must be the development of the students' capabilities for problem solving and critical thinking in all areas of learning." A recent needs assessment by the public school system in Shelby County, Tennessee demonstrates a lack of integration of critical thinking skills across the curriculum, and lack of knowledge of teachers in techniques of introducing these skills.

Objective

Program objectives describe the outcomes of your activities; outcomes should not be confused with methods. Program objectives that are measurable become the criteria by which you judge the effectiveness of what you are proposing to do. They tell who is doing what, when, how much and how it will be measured. Whenever possible, describe the objectives in numerical terms. Objectives flow logically from the needs assessment data.

Design at least one objective for each problem identified. If your proposal addresses only one problem, create several objectives. Objectives should be specific, measurable and outcome oriented. (See exhibit F for a sample objective statement.)

Exhibit F

OBJECTIVE

(Sample from funded proposal)

(1) to train 50 teachers in the knowledge and skills necessary to integrate critical thinking into their classrooms through a program of professional development activities, by July 1, 1993, and

(2) to integrate critical thinking skills across the curriculum through the development of 30 model activity oriented lesson plans to be implemented in grades 4 through 8 by May, 1994.

Methodology

Here is the section of the proposal in which you address the particular strategies to be used in alleviating the problem. *Describe your solution.* Will you develop a new class? e.g., consumer education? world literature? critical thinking? Or a new program? e.g., pre school? middle school? honors program? Will you add a facility such as a computer, writing or math lab? Will you bring in outside experts, hire additional school personnel, or train existing personnel? Will you need to purchase equipment or supplies? Will you recruit, or advertise? Explain the methods you will engage to solve the problems or fulfill the needs you have identified and justify the methods by citing why you think they will work. (See Exhibit F for a sample method statement.)

The methodology clearly describes the steps to take to achieve the desired results. In the methodology section,

include the following:

1. State your reasons for your selection of these specific activities.

2. Give the sequence of the activities.

3. Describe the staffing of the program.

4. Describe the students. This description contains a reasonable scope of activities appropriate to the time allotted for the program and the resources requested of the agency.

To both ensure a successful execution of the chosen approach and provide a sample timeline for the proposal, you now develop a list of discrete tasks with specific times for completion of each step, including the designated persons responsible for the tasks. This will serve as your road map toward arriving at the desired outcome. By constructing this detailed plan, you and everyone working with you can determine if your planning is thorough, logical, sequential and convincing. Include a simplified version of the timeline in your proposal. (See Exhibit H for a sample task and timeline chart.)

Exhibit G

METHODOLOGY

(Sample from funded proposal)

One five day course will be conducted to provide fifty teachers, two lead teachers from twenty-five schools with a variety of experiences to prepare them to introduce critical thinking lessons into their classrooms. Teachers will work in small groups with college curriculum and content experts to develop 30 model lesson plans which include critical thinking components.

Exhibit H

PREPARING THE TIMELINE

(Sample from funded proposal)

WHAT? TASKS (What is to be done?)	WHEN? TIMELINE (When started?)	WHO? PERSONNEL (Who is responsible?)
1. Develop daily schedule of workshop	1st month	Director & School Administrators
2. Identify faculty	2nd month	Director
3. Secure meeting facility	2nd month	Secretary/Assistant
4. Publicize program	3rd month	Secretary/Assistant
5. Select participants	4th month	School Administrators
6. Approve faculty	6th month	Director
7. Present workshop	9th month	Faculty
8. Evaluate	9th month	Director, Faculty Administrators, Participants
9. Request payment	10th month	Secretary
10. Prepare and submit final report	12th month	Director

Evaluation

Evaluation consists of two components: product and process. Product evaluation, evaluation of the results of your program, 1) measures the extent to which the program achieved its stated objectives and 2) shows to what degree the accomplishment of the objectives are attributed to the program. Process evaluation, the examination of the methodology of the program, describes 1) to what extent the actual experience of the program was consistent with the plan and 2) the relationship of different program activities to the verified effectiveness of the program. Process evaluation tells how effective each part was.

When you request funding for an idea or a project, the person or agency wants to determine what success to expect. The evaluation measures that success and may involve either persons inside the school or outside the school or both as evaluators. Some aspects to consider are: On what basis will the evaluation be made? How will the achievement of the objectives be ascertained? For instance, the funding agency wants to know what positive changes will occur for

students as a result of the grantor's investment. It is not enough to know that teachers attended a workshop on critical thinking (process); the question is how will the students benefit from new knowledge/skills acquired (outcome). Will teachers integrate a critical thinking unit into the classroom curriculum, develop a new class on critical thinking, or what? It is also important to know how many students will be affected, both directly and indirectly, and to what extent? In addition, evaluation should be both formative and summative, that is on-going as well as final. It is no good to find out at the end of a project that it was not a success. By evaluating on a regular basis, problems that might impede the realization of desired outcomes can be detected and corrective action can be taken to insure a successful outcome. (See Exhibit I for an example.)

Exhibit I

EVALUATION

(Sample from funded proposal)

1. ***Formative***
   - A. The program director will conduct the evaluation of the workshop through daily informal discussions with the participants during the workshop and administer a written evaluation instrument at the end of the workshop.
   - B. End of day sessions with workshop faculty will be held to review evaluations and revise plans as needed.

2. ***Summative***
   - A. Each teacher will introduce a minimum of six lessons involving critical thinking into his or her class.
   - B. The principal will visit each classroom during at least one lesson to determine whether higher order thinking has been achieved by the majority of the students during the lessons.
   - C. In class exercises at least eighty-five per cent of the students will demonstrate the ability to use critical thinking skills in solving problems as verified by the teachers.

Now you have completed the proposal skeleton; the job of fleshing it out remains. The development of a specific budget and the addition of significant details and subheadings will provide the descriptions necessary to distinguish your proposal from others in competition. (See Appendix for examples.)

29

IV. Constructing the Budget

Now that you have conceptualized the design of the proposal, the next step is to construct the budget. Many would-be proposal writers think this is difficult, but it is actually a very simple process. Follow this rule: make a budget for each task. Refer to your Task and Timeline form, (Exhibit G, the "What, When, Who" chart) and place a price on each appropriate task.

As an example in this publication the tasks in Exhibit H which required money are listed in Exhibit J depicting a specific budget for each task.

The reason for designing a budget for each small task is two-fold: you convince the potential grantor that you have carefully thought through the cost of the project, and you can easily remove small portions if you are not funded for the full amount requested. All proposals require an outline of a budget, but you should add a budget explanation which is a narrative form based on Exhibit J. This budget explanation will help in negotiating the budget later. If you ask for $6,000 and you are only offered $5,000, you can make adjustments easier with this detailed budget. Otherwise you may find yourself completing a $6,000 project for $5,000 and costing the school unbudgeted monies. By budgeting each task you can alter the scope of the work to fit the funding. The grantor will also realize that you are fiscally responsible and the budget is not inflated.

Determine two simple things for each task: 1) cost of personnel and 2) cost of non-personnel, which includes supplies, photocopying, equipment, travel, telephone and contracts. This determines the direct costs of performing the project. In Exhibit I note that the titles of the personnel to accomplish the task are listed as well as the cost of each

person. In this sample proposal to conduct a workshop, there are five tasks in Exhibit I, e.g., develop the workshop, publicize the program, select the participants, present the workshop (and develop thirty lesson plans) and evaluate the results and prepare a final report. You now have the tasks in the first column, personnel to complete each task in the second column, and you will place personnel costs in the third column and non-personnel costs in the fourth column.

You must now determine what personnel will carry out each task. For each person, the daily rate of pay will be multiplied for the number of days needed for that task. In Exhibit I to perform task 1, develop the workshop, a director and secretary are necessary. In the personnel costs column the director of the workshop will spend one week to prepare the workshop; ($100 x 5 days = $500), and the secretary will also work one week ($50 x 5 days - $250). To perform task 2, publicize the program, and task 3, select the participants, the secretary needs two additional days. For task 4, to teach the workshop and develop the lesson plans, the key faculty member will teach for five days and develop lesson plans for ten days ($100 x 15 = $1,500). Another faculty member assists the teacher for ten days to develop the plans ($100 x 10 = $1,000), and an assistant is needed for ten days ($50 x 10 = $500) to set up and assist with the laboratory experiments. For task 5, evaluation and final report, the project director is needed for another two days ($200). The pay for each of the persons is based on their current salaries. If you wish more money, justify more time to be spent on the project, but do not arbitrarily raise the daily rate of pay. You have now completed the personnel budget of $4,050 for the proposal by budgeting salary for each task.

Next you determine non-personnel costs for the five tasks and list them in column four of Exhibit I. The workshop will have fifty teachers. They will prepare thirty lessons, so photocopying will be an expense. To determine that cost, estimate that you need five pages per lesson per teacher to allow for correcting; therefore, you will provide for 1500 pages at five cents per page which amounts to $375. Next, you determine the cost of the workshop supplies; that is another $500. Your non-personnel costs for those two tasks is $875. You may have to determine the costs of non-personnel for another task, such as postage for selecting participants or travel expenses for field trips. If travel or equipment were needed, the budget explanations should

specify the destination of travel, cost of travel, hotel rates, per diem, and a precise description of equipment with specific costs.

The costs of the personnel and non-personnel are now complete. However, do not forget there are two additional expenses to the school: fringe benefits and indirect costs. To calculate the fringe benefits a good rule is 16% of the salaries unless your office already has a calculated rate. Fringe benefits cover the cost of insurance, retirement, and FICA. If you do not include these costs in your salary projections, the school will have to cover the fringe benefits of $650, that is 16% of $4,050.

To calculate the indirect costs compute 10% of the proposal total and add that to the budget to cover facilities, utilities, janitorial service, etc. In the budget in Exhibit I, the direct costs are the personnel costs including fringe benefits and non personnel costs total $5,575. Ten percent of that amount is approximately $560.

Indirect costs vary with the institution and the location of the project. Some grants do not allow for indirect costs, so it is necessary to know their guidelines. If indirect costs are not allowed, you can adjust the budget to recover some indirect costs which are real costs to the school. The total budget is the sum of the direct and indirect costs, $6,135 (Exhibit I.)

Some foundations require the school to raise funds as a match, which may be a stated percentage of the total. How do you get the match if you do not have any extra money in your budget? One way is to have the school contribute the indirect costs, that is in this case $560, for matching. For this particular project you may add another week into the time estimate and have the teacher(s) donate that pay for matching costs. This is justifiable since jobs usually require more time than expected. Foundations may require that other donors provide the matching amount and in that case the foundation grant is an incentive.

We have now determined a total budget arrived at systematically by calculating some simple costs. In summary: list the tasks, determine how many people are working on each task, how many days they are working and the salary for that period with fringe benefits; then list and estimate the non-personnel costs and lastly compute the indirect costs.

Voila! You are finished with the budget.

Exhibit J

PREPARING THE BUDGET

(Sample from funded proposal)

METHOD (Workshop) TASKS	PERSONNEL	PERSONNEL COSTS	NON-PERSONNEL COSTS
1. Develop the Workshop	Director Secretary	1 Week @ $500 = $ 500 1 Week @ $250 = $ 250	Photocopies = $375 50 X 30 X 5 @ $.05
2. Publicize the Program	Secretary	1 day @ $ 50 = $ 50	
3. Select Participants	Secretary	1 day @ $ 50 = $ 50	
4. Present Workshop and develop 30 lesson plans	One Teacher Second Teacher Lab Assistant	15 days @ $100 = $1,500 10 days @ $100 = $1,000 10 days @ $ 50 = $ 500	Laboratory supplies 50 teachers @ $10 = $500
5. Evaluate & Report	Director	2 days @ $100 = $ 200	
SUBTOTAL		**$4,050**	**$875**

FRINGE BENEFITS	16% Salaries	16% of $4050 = $ 650	
TOTAL DIRECT COSTS	Sum of costs	$(4050+875+650)= $5575	
INDIRECT COSTS	10% direct costs	10% of $5575 = $ 560	Sometimes not allowed
MATCHING COSTS	May have to pay a %	can use indirect or in-kind	Sometimes required
GRAND TOTAL	**Direct plus indirect**	**$5575 + $560 = $6135**	

V. Preparing the Proposal Narrative

Now is the time to write the narrative which describes and presents the IPOME skeleton. The text states the overall goal of the proposal, exciting the reader about the idea that you hope ultimately to realize, i.e., "to develop young people who are capable of solving everyday problems through critical thinking skills." The narration elaborates on the objectives, methods and evaluation.

Whatever you do, start early. It will take longer for you to write the narrative than you expect because something always happens to interrupt your schedule. Give yourself time to research, edit, and rewrite. A good rule of thumb is to project the amount of time needed to complete the proposal and then increase it by 150 per cent.

Strive for clarity; the printed word is all you will have to represent you. Be sure it is clear and convincing.

Some pointers to consider are

- Verbs carry the message; write in an active voice; avoid verb forms of "to be."
- Avoid vague pronoun references such as "this" when referring to ideas.
- Choose words carefully for exact meaning; use a thesaurus.
- Keep paragraphs short and build strong transitions into the next paragraph.
- Check for grammatical precision.

Ask a colleague who has not worked on the proposal to read and critique it. Ask if anything is unclear or unreasonable. The funding reviewers may not be familiar with the problem you are addressing or solutions you are proposing. What appears unclear to your colleague may be fuzzy

to the foundation reviewer also. Your proposal will have to stand on its own.

Next, be positive in your style, emphasizing the good to be accomplished, the leadership's commitment to the project, and the benefit to the students. Be persuasive. Convince the reader there is a real need and a probable solution, and that your people possess the skills, desires, and commitment to accomplish favorable results if you can secure adequate funding.

Include a plan for continuing the project after the funding period expires. The fundor wants evidence that you will continue this activity. Future funding may come from tuition, from increased enrollment; or the parent-teacher organization may raise money or provide volunteers; or the local parish may contribute money or personnel to the project. Select from the various ways of continuing a project. It is imperative that you have this plan in your narrative.

The proposal narrative must follow the funding agency's guidelines with regard to format, length and requirements. If an executive summary is called for, write one. (Even if not required, we recommend including it at the beginning of the proposal to give the reader a concise overview of your proposal. Remember it gives the first impression.) Include all required information in the body of the proposal and in the order listed. If you have information that you believe is pertinent to your proposal but is not called for in the guidelines, put it in an appendix, perhaps on subtle colored sheets to distinguish it from the main parts of the proposal printed on good quality white paper. This gives the reviewer the option of considering the additional material or ignoring it; whereas if unsolicited information is included in the body of the proposal, the reviewer is forced to read through it all to glean what has been requested. Such disregard for published guidelines will not gain the proposal any points.

Contact the funding agency ahead of time to let them know you will submit a proposal, and then clarify whether the deadline means the postmarked time or actual delivery date. In some cases an agency representative will give you some suggestions or other help in preparing the proposal for that particular agency. Ideally, you would visit with the executive director prior to submitting your proposal, but that may not be possible. If any of your teachers, parents, or board members know someone connected with the agency, ask them to put in a word on the school's behalf.

Above all meet the deadlines. Many agencies have a firm submission deadline, and any proposal received after that date will be returned unopened or held until the next review.

Whatever happens, do not give up. If requested, the funding agency might critique the proposal and return it so that you can make changes and re-submit. You can call or write to find out how it was evaluated.

Characteristics of a Good Proposal

1. The need for the proposed activity is clearly established, preferably with data.
2. The most important ideas are highlighted and repeated in several places.
3. The objectives of the project are given in detail.
4. There is a detailed schedule of activities for the project, or at least sample portions of such a complete project schedule.
5. Collaboration with all interested groups in the planning of the proposed project is evident in the proposal.
6. The commitment of all involved parties is evident, e.g., letters of commitment in the appendix.
7. The budget and proposal narrative are consistent.
8. The uses of the money are clearly indicated in the proposal narrative as well as in the budget.
9. The budget explanations provide an adequate basis for the figures used in building the budget.
10. The qualifications of project personnel are clearly communicated.
11. The agreement of all project staff and consultants to participate in the project was acquired and is so indicated in the proposal.

12. Appropriate detail is provided in all portions of the proposal.

13. The writing style is clear and concise. It speaks to the reader, helping the reader understand the problem and proposal. Summarizing statements and headings are used to lead the reader.

14. If appropriate, there is a clear statement of commitment to continue the project after external funding ends.

15. The length is consistent with the proposal guidelines and/or funding agency expectations.

16. All of the major matters indicated in the proposal guidelines are clearly addressed in the proposal.

17. Appendices have been used appropriately for detailed and lengthy materials which the reviewers may not want to read but are useful as evidence of careful planning, previous experiences, etc.

18. All of the directions given in the proposal guidelines have been followed carefully.

It is only fair to say that sometimes you can do everything right and still not get funded because of a disparity between available resources and needs. If your proposal is not funded, you will probably find another foundation or program to which you may submit the same proposal or a slightly altered one. A good idea is never lost once it is developed.

Common Proposal Problems Listed by Reviewers

TITLE
- Too long
- Confusing
- Cute, but distracting
- Not program related

INTRODUCTION

- Unrelated to support requested
- Too long
- Does not add to proposal
- "Begs", not "sells"

PROBLEM OR NEED

- Deals with wants, not needs
- No documentation
- Unrelated to objectives
- Comparative data absent
- Not supported by current research
- Repeats agency statement for program justification

OBJECTIVES

- Unrelated to agency goals
- Too ambitious
- Not clear
- Omitted or hidden
- Do not fit guidelines for program
- Procedures, not objectives or outcomes

METHOD

- Insufficient details
- Tasks not related to objectives
- Tasks not justified by need
- Not reflective of current methods (research)
- Who does what?
- What is the time frame?

EVALUATION

- Not measurable
- Omitted
- Vague
- Measures activity, not outcome
- Who will do?

BUDGET

- Not detailed
- Some items not justified in narrative
- Travel not explained

Letter and Conversational Proposals

Two other types of requests worth consideration are the letter proposal and the conversational proposal. They both convey the same information as the more formal proposal, but in greatly abbreviated form.

The letter usually begins with a reference to some person who referred you to the funding agency, such as an agency officer, board member, or a friend of someone connected with the agency or foundation. It might also begin with a reference to another project the agency funded that has some similarity to your problem or some characteristics in common with your school. In this, as all types of proposals, it is always necessary to determine that the philosophy of the potential fundor is compatible with the needs of your students and the mission of your school.

This sample letter follows the IPOME:

- *Introduction*: school founded in 1936, ...quality comprehensive education... Merit Scholars and so on (paragraphs two and three);
- *Problem*: financial hardships and poor economy render some families unable to return their children to St. John's School next year;
- *Objective*: to enable these deserving youngsters to complete their educations at the school;
- *Method*: solicit contributions to scholarship fund;
- *Evaluation*: a review of all applicants by a respected group. (The following is a sample proposal letter.)

Exhibit K

SAMPLE LETTER PROPOSAL

April 4, 1991

Mr. John Doe, President
The Pemex Corporation
4321 Monroe Street
Anytown, USA 38115

Dear Mr. Doe:

At the suggestion of Raymond Kyle, a member of our board of directors, I am requesting a few minutes of your time to share with you some interesting facts about St. John School and a very critical need that exists at the present.

Since 1936 the school has provided a quality comprehensive education program for young people of all faiths and ethnic backgrounds. Over the past twenty-five years, we have had twenty-six Merit Scholars, and nearly sixty percent of our graduates receive scholarship offers from colleges and universities. St. John students received eight awards at the State Science Fair and of those who take the ACT Test, ninety percent have scored above the seventy-fifth percentile in the last five years. Many of our graduates have gone on to become doctors, engineers, lawyers, and professionals in the human services and other caring fields.

The school also offers both athletic and counseling programs. At time when education is receiving much criticism, St. John is providing a quality academic experience in an environment which addresses the development of the whole person. This is our mission and a tradition of long standing.

Eighty percent of our operating funds come from tuition and twenty percent from the churches which support the school. Recent economic conditions in the region have caused unexpected hardships on the families of many of our students and prospective students; thus some of our best current and potential students have informed the school that they will not be able to attend St. John next year. We

therefore have a critical need for scholarship funds at this time to enable these deserving youngsters to complete their education at St. John's. Because Pemex Corporation has been a valued member of the community for many years, and because of the interest the company has shown in education and young people, we are asking if you could assist us in providing this continued opportunity for education through a contribution to the St. John Scholarship Fund.

The existing financial pool is woefully inadequate for the needs in these depressed times. All of our scholarships are provided on a need basis, and all applicants are carefully screened by the St. John scholarship committee and approved by Fr. Murphy, our principal. Our alumni records show that ninety percent of scholarship students who have graduated from St. John School have returned more to the school than the amount of their scholarships through alumni contributions, so we believe our scholarships represent an investment in the future of the school and its students.

Thus far the Bowland Foundation and K-Mart have contributed to this most worthwhile investment in our community and young people. I would greatly appreciate a brief meeting with you to discuss our need and invite your participation. I will call your office early next week for an appointment.

Thank you for your consideration.

Sincerely,

Sr. Mary J. Quinn
Development Director

A conversational proposal is appropriate when you have an opportunity to present your needs in person to an individual or a group. It usually serves as an entre to a potential fundor, but not as a substitute for a written proposal. Following is an example showing how to address to some extent all of the points of interest.

Exhibit L

SAMPLE CONVERSATIONAL PROPOSAL

PROPOSAL SECTION	CONVERSATIONAL EXAMPLE	MEANING
Introduction	"How do you do, please allow me to introduce...St. Mary's School..."	This is who we are and what we are about.
Problem/Need	"We have a real challenge (or need) that relates to..."	This is what needs to be fixed.
Objective(s)	"In order to meet our need (or solve our problem) we intend to..."	This is what we want to do about it.
Method	"To accomplish the objective(s) we propose to do the following..."	This is a description of how the project will be carried out. The Who, When, How.
Evaluation	"Both progress and results will will be assessed using..."	This is how we measure the project success in meeting its objectives.
Budget	"We've developed a detailed list of expenses required to..."	This is what the project will cost.
Management and Continuation Strategy	"Administrative and support activities required to effectively manage and continue the project will be established..."	This is the management and support structure.
Summary	"Please allow me to summarize the main points in our request."	This is a brief reiteration.

Summary

Review of the twenty steps for constructing a successful proposal.

1. Do it now.
2. Make a list of your best ideas and most pressing needs.
3. Build your project on innovative ideas, qualified individuals and institutional capacity.
4. Work with a colleague.
5. Be honest, but creative.
6. Carefully define the problem.
7. Assess and clearly identify needs.
8. Define the solution from a problem/needs perspective.
9. Plan the project in detail: Use the IPOME Chart
10. Be realistic in what you promise to accomplish.
11. Make a realistic and detailed budget.
12. Determine for each task the cost of personnel and non-personnel.
13. Determine the cost to the institution for initiating and continuing the project.
14. Carefully read the guidelines with regard to format and requirements and follow them to the letter.
15. Establish contact with the potential funding agency (if appropriate).
16. Start early to prepare narrative.
17. Strive for clarity, using language a lay person can understand.
18. Be positive.
19. Be persuasive and enthusiastic.
20. Meet the deadline.

Don't Give Up! Good luck, and I hope we meet soon — on the way to the bank.

Appendices

The following are three successful proposals. The first one "Introducing Critical Thinking..." (p. 36-47) has been abbreviated; however it was kept intact so that the readers could see what details are expected in some complete proposals. It was written by a university and a school system in collaboration, and both were benefactors. This is an example of a cooperative arrangement, so the tasks were divided between the personnel in the two settings. Letters of commitment must be included from all cooperating institutions

In this proposal the teachers received training in critical thinking; with the help of university professors they developed lesson plans to be used in their classrooms as well as shared with their colleagues. They received copies of all plans developed. They integrated the lessons into their classes, and their students were evaluated on the benefits, so the schools realized their objectives without doing all the work of developing lessons.

This was a state funded request for proposal (RFP); therefore, more information was required than is usual in a foundation submission and in a different order from the IPOME; however the IPOME clearly forms the basis for the proposal.

The second proposal (p. 48-52) was to a foundation and has been abbreviated, leaving out the cover sheet, table of contents, time table and detailed budget explanation. In this proposal the elementary school requested equipment. A form was provided, and the IPOME information is provided in the sequence requested on the form. Since space is limited, conciseness was very important.

In the third very short proposal (p. 53-55) requesting a resource library, all of the information was supplied by filling in blanks, but the IPOME is still visible in a very abbreviated form.

Appendix A: Proposal One

P. L. 100-297, Title II
THE DWIGHT D. EISENHOWER ACT

GRANT APPLICATION

TITLE: INTRODUCING CRITICAL THINKING
INTO PHYSICAL SCIENCES IN GRADES 4-8
OF MEMPHIS AND SHELBY COUNTY
PUBLIC AND PRIVATE SCHOOLS

SPONSORED BY
CHRISTIAN BROTHERS UNIVERSITY
Memphis, TN

PROJECT DIRECTOR
Emily Duncan Mathis Ed.D.
Christian Brothers University
650 East Parkway South
Memphis, TN 38104
(901)722-0460, 722-0461
FAX (901)722-0465

EXECUTIVE SUMMARY

The Memphis City School System has 144 schools, the Shelby County School System has 36 schools and there are 38 private schools and 21 parochial schools. There are many educational needs in the area. A recent needs assessment demonstrated that students are generally lacking in critical thinking skills and teachers are lacking in the knowledge and techniques of introducing these skills. The objectives of the proposal are twofold:

(1) to train teachers in the knowledge and skills necessary

to integrate critical thinking into their classrooms through a program of professional development activities, and

(2) to integrate critical thinking skills across the curriculum through the development of lesson plans in physical science for elementary grades, to train the teachers to develop similar lesson plans across their science curriculum, and to introduce the teachers to hands on activities which can be used in their schools to promote critical thinking.

School administrators in the area state that although some work has been started in providing workshops to school teachers, the large number of elementary teachers and their ignorance of physical science concepts require that more elementary teachers should first be trained. The most pressing needs in science for elementary teachers are the physical sciences.

The method which we will use is to conduct a 5-day short course to provide 50 teachers from grades 4-8 with training and experience in critical thinking activities which can be directly transported to their classrooms.

To train the teachers in developing lessons which incorporate critical thinking, the participating teachers will develop 30 lesson plans, one for each of the Tennessee state objectives, with critical thinking components in each lesson. These lesson plans will follow the Tennessee Instructional Model (TIM) format and will serve as models for the teachers to revise their other lessons. The critical thinking component will utilize the latest developments in the techniques using higher order thinking modes applied to the operations involved in problem solving and decision making.

In addition, the teachers will perform hands on activities emphasizing critical thinking which can be directly introduced into their grades of 4-8 with little expense. Master teachers from the school systems will assist in the program, particularly in advice in management of the elementary school activity oriented classroom and in the preparation and presentation of the laboratory hands-on activities to emphasize the critical thinking component.

TABLE OF CONTENTS
NARRATIVE

	Page
Summary	
Introduction, Problems, Goals, and Objectives	1
Methods to Accomplish Objectives	3
Method One: Training in critical thinking modes and operations	5
Method Two: Preparing lesson plans with critical thinking component	9
Table of Physical Science lesson plans introducing critical thinking	10
Method Three: Performing experiments which require critical thinking	11
Minority Teachers, Private School Teachers, and First-time Participants	15
Timetable of Events: Timeline and Daily Schedule	15
Available Resources	16
Evidence of Cooperative Endeavors	17
Coordination with other on-going education activities	17
Detailed Description of Evaluation of Project	17
Plans for Follow-Up Study	18
Anticipated Outcome	18
Project Support	18
BUDGET	
Budget Summary	19
Budget Explanation	20
APPENDIX	
Letters of Support	47

INTRODUCTION

Introduction to Schools and the University

Nature of Christian Brothers University

Established in 1871 by the Brothers of the Christian Schools, a Roman Catholic order of laymen founded over 300 years ago in France, Christian Brothers University is one of the oldest educational institutions in Memphis, Tennessee and the Mid-South. The academic programs stress education in Sciences, Engineering, Business, and the Arts at the undergraduate level. The college provides all the necessary courses for secondary and elementary licensure for teachers in Tennessee. Christian Brothers University offers graduate master degree programs in Telecommunications and Information Systems Management, Business, and Education. Of CBU's full time faculty 75% hold terminal degrees. The grand total of students is approximately 1800; 48% of the day students major in the Schools of Science and Engineering. 58% of these students are male. The overall percentage of minority students including day, evening and graduate school is 19.5%

Nature of the Memphis and Shelby County Area

According to the 1980 Census, the African-American population of Shelby County is 41.8%, or 324,664 minority students. More recent statistics show that Memphis City, in the heart of Shelby County, is 42.5% African American, and the remainder of Shelby County is 57.5%. The SMSA is 40.5% African American; 58.7% of the families have children under the age of 18; 49,612 households have female heads. The income per capita in SMSA in 1992 was $13,380.

Nature of Schools in the Area

African Americans account for 78.2% of the 107,709 students in grades K-12 in the Memphis City School System, which is distinct from the Shelby County School System. The Shelby County School System has 34,700 students with a recent growth rate of 3 to 5%. The Memphis City School System has 144 schools, the Shelby County School System has 36 schools, and there are approximately 38 private schools. There are 21 parochial schools with an enrollment of 6,500 students.

Problems, Goals, and Objectives

The as identified by school personnel in the public, parochial and private sectors is that students today are lacking in critical thinking skills need to reach valid conclusions and solve problems. The overall of the project is to introduce

critical thinking across the science curriculum in the Memphis and Shelby County schools.

(The two objectives of the proposal are listed in Exhibit E.)

The lesson plans are based on the 30 objectives in the Tennessee State Science Curriculum Framework for physical sciences in grades 4-8. The experiments are based on work performed by the National Science Teachers Association, the American Institute of Physics and American Association for the Advancement of Science.

The need for the project was determined as a result of collaboration with representatives of the city, county, private, and parochial elementary and middle schools. Participating in the Needs assessment were, Dr. Fred Johnson, Shelby County Assistant Superintendent, Dr. Joseph Morton, Science and Mathematics Coordinator, Mr. Quincy Hathorn,Science coordinator, Memphis City School System; Dr. Carol Kulpa, Superintendent of Memphis Parochial System; Dr. Rick Ferguson, President of Memphis Association of Private Schools, and Head Master of St. George's Day School; Dr. Len Sumner, Headmaster of Presbyterian Day, and past President of the Memphis Association of Private Schools.

The three *needs* which had the highest priority with the group were:

1. Elementary science teachers need current knowledge and skills necessary to incorporate critical thinking through the higher modes of thinking and decision making or problem solving operations.
2. Elementary science teachers need experience in developing lesson plans in physical science which clearly identify critical thinking components. These should be directed to the newly defined Tennessee state objectives.
3. Elementary teachers need laboratory experience to introduce into their classrooms experiments which are directly pertinent to the accepted curriculum for the grade level.

From the problems and objectives flow the three *methods* of attaining the objectives of the project.

The school representatives, in addressing the first need, requested that the University train the teachers to incorporate a higher order of thinking into the classroom. The administrators are not satisfied with the traditional classroom

experience which emphasizes recall. The overflow of applicants from an earlier project confirms the administrators' expressions of need.

The second need is met by utilizing the Tennessee Curriculum Framework. The K-8 Science Framework, published in the spring of 1990 and still in use, is an excellent guide for deciding what lessons could be used for teaching the elementary teachers how to incorporate critical thinking into their lesson plans. There are 30 objectives listed in the physical science areas of (A) machines and work, (B) electricity and magnetism, (C) sound, heat and light, and (D) matter and energy. In addition to addressing the higher order of thinking, the elementary teachers will be trained in the process of problem solving and decision making. The techniques give the teachers a mechanism for an approach to students who state that they can not .

Relating to the third need , national studies show that there is a lack of interest of students in physical science, and that most students will not take physical science beyond the ninth grade. The recent awards of multi-million dollar grants to cities to encourage students to take the necessary physical science courses so that more American students will go into engineering and physical science fields indicates the national emergency. The fact that just a few years ago there were only four African Americans with a PhD in Physics is a matter of grave concern when we consider how rich this area is with minority students. Teachers need to overcome their fear of the physical sciences. Laboratory experiences which the teachers perform themselves are designed for the grade level of the students they teach. This is one powerful means of increasing the teachers' interest and overcoming their fears and ultimately the students' fears of physical science.

METHODS TO ACCOMPLISH THE OBJECTIVES.

There are three methods:

Method One:	Training in critical thinking modes and operations.
Method Two:	Preparing lesson plans with critical thinking components.
Method Three:	Performing experiments which require critical thinking.

METHOD ONE - To satisfy the first need, the project will provide one 5 day short course to a group of 50 middle school science teachers from the Memphis Shelby County area. The teachers will be trained to introduce critical thinking components through the use of the highest modes of thinking and decision making or problem solving operations.

(At this point the proposal writer describes the first method in a professional educator's manner. The purpose is to establish the credibility of the approach to be used and the expertise of the faculty. Several pages were necessary to demonstrate the method is up-to-date and references are made to respected leading advocates of the approach.)

METHOD TWO: To satisfy the second need the teachers will incorporate critical thinking into physical science lessons based on the 30 Tennessee physical science objectives for grades 4-8. This will not merely provide them with a minimum of one lesson per objective, but will train them in the process for incorporating critical thinking into any lesson. Groups of 4-5 teachers will correct and develop a lesson plan and introduce the critical thinking component, which is added to the TIM model. These lessons will have been previously developed by university education and physical science professors and selected elementary/middle school teachers. Corrections made by the teachers will be evaluated by the total group, and improvements will be made in the final lesson plans distributed in booklet form to the 50 teachers in September. The lessons will not be copyrighted and teachers can make copies for their students or other teachers.

The critical thinking components can be added to any of the lessons. The experiments from METHOD THREE can be introduced according to the teachers' desires since there are many options in that method.

The physical science lesson plans for grades 4-8 based on specific Tennessee objectives are listed in the following table.

(Here the proposal includes the titles of 30 lesson plans, one for each state objective. Purpose again is to establish the credibility of the approach.)

METHOD THREE: To satisfy the third need the teachers will actively participate in performing experiments designed for the grades they teach and directed toward the physical science objectives in the Tennessee Curriculum Framework. These experiments were and are being designed by the National Science Teachers Association, the American Institute of Physics and the American Association for the Advancement of Science and there are not copyrights so the teacher can make copies of the experiments for their students.

The curriculum guide lists experiments which emphasize critical thinking for each Tennessee objective in physical science in grades 4 through 8. They are listed by grade and objective and there are several experiments in some cases to give the teachers some options according to the nature of their students or classroom situation. The equipment is very simple in most cases and can readily be obtained at minimal expense and little preparation by the teacher.

Minority Teachers, Private School Teachers First Time Participants

(A statement is included here since the proposal guidelines specifically request this information.)

Timetable of Events

(At this point a detailed daily schedule is inserted listing the time of day and the topic covered for each day of the workshop. After funding, items may be changed, but it is important to show that the workshop is thoroughly planned.)

TASKS and TIMELINE

(This table includes data from Exhibit G.)

Available Resources

The vita of the college professors engaged in the project are included in the Appendix. Dr. Emily Mathis, who has her degrees in English, French and Education, works in the project in the design of the lesson plans and experiments. She is the director of the graduate program in educational leadership. She is well known in the area with the teachers and school administrators and receives whole hearted cooperation in projects to train teachers. She will attend the 12th Annual Conference on Critical Thinking at Sonoma (California) State University as additional preparation for this project. Edward Doody has his doctorate in physical chemistry and has directed numerous National Science Foundation summer institutes in which over 200 elementary, middle and secondary teachers from across the country were trained in inquiry approaches. He is responsible for informing the teachers on and monitoring the scientific content. Brother Kevin Ryan teaches the physics course for liberal arts majors and is responsible for the university physics laboratories. He is very helpful in assisting master teachers from the school system to prepare the laboratories for the participating teachers. Dr. Johnny Holmes, head of the physics department, is used as a resource person in judging the correctness of the physics content in the lesson plans prepared by elementary teachers and in the soundness of the physics oriented experiments.

The laboratories of Christian Brothers University will be used for the program. Permanent equipment such as large graduates, balances, hand generators, power supplies, voltmeters, tuning forks, meter sticks, simple machines, thermometers, etc. will be loaned by either the school system or the university at no expense unless they are broken in use.

Evidence of Cooperative Endeavors

As indicated in the proposal, the university instructors have received encouragement and advice from the persons in both public and private schools listed on page 4 of this proposal. In addition, master teachers familiar with the problems in elementary school hands-on experience, will be used extensively in the laboratory phase of the program.

Letters of support are included in the appendix. During

the evaluation phase, the school systems assist by visiting the classrooms of the participants. Selection of the participants is very simple, since we merely notify a particular public school system or private school how many spaces are available, and the administrators make the selection.

Coordination with Other Education Activities

The university professors take advantage of in-service days to communicate with the participants to determine what improvements can be made and what are positive permanent results.

Detailed Description of Evaluation of Project

Both formative and summative evaluation will be conducted. During the teaching of the short courses a brief daily review of the objectives will be conducted with participants during the laboratory session and afterwards by the instructors to assure that the activities are serving the teachers' needs. At the end of the short course a formal written evaluation of the week's activities will be completed by the 50 participants. Evaluation will address material presented, presenters, activities, and products/outcomes. It will be designed with input from school teachers, school administrators, and college personnel. Workshop directors will meet briefly to review the teachers evaluations and decide on changes for any future in-service workshops. The university personnel will be required to spend intensive time at the completion of the short courses to evaluate the products (lesson plans) of the course and engage in editing/refining activities to ensure a strong lesson with a clear critical thinking component in each lesson as well as each experiment.

The summative evaluation is the final evaluation intended to give an overall appraisal of the program at the end of the project. The difficulty with the evaluation is that the critical part must take place after the teachers return to their schools. Accordingly some of the evaluation will be done after the grant budget period is officially ended and will take place in October, November and December when the teachers are in their classrooms and they can use the booklet of lessons. This booklet which they have helped develop is distributed to them in September. This is no problem since the evaluation can be in the final report which is submitted after all the invoices are processed, this requires some time after the grant period ends. There will be a written evaluation addressing goals, objectives, and outcomes and a group discussion of the outcomes of the model physical science

activity oriented lessons with critical thinking components.

Plans for Follow-Up Study

An integral part of the evaluation is visitation of classroom by science supervisors, principals and college personnel of classrooms of participating teachers. A requirement for participation is that the teacher and school agree to this cooperative evaluation. Each teacher will have taught at least two of the lessons by that time.

Anticipated Outcome

A definite outcome will be an improved booklet of lesson plans for the 30 Tennessee objectives in physical science, grades 4-8, plus experiments covering the 30 objectives. Materials will not be copyrighted and may, therefore, be copied by teachers for their students. In addition to critical thinking components introduced into the lessons, we expect the teachers to introduce hands-on activities or at least a demonstration into their classrooms each time one of the Tennessee objectives in physical science in introduced.

Project Support

The project is supported by the city and county school systems by providing time in advising and selecting lesson plans. The selection of the participants is also assumed by the school systems, and this saves an appreciable amount of time. Necessary supplies which are not expendable and not available at the university are supplied by the school systems. The private and parochial schools select their candidates and provide in-service time for evaluation.

BUDGET SUMMARY

I. PERSONNEL	
Director of project	$ 700
Academic Personnel	$ 2,500
Secretary	$ 350
Assistant	$ 500
Subtotal PERSONNEL	**$4,050**
II. MATERIALS AND SUPPLIES	$ 875
III. FRINGE BENEFITS	$ 650
Total DIRECT COSTS	**$5,575**
IV. INDIRECT COSTS	$ 560
V. TOTAL GRANT REQUEST	$ 6,135

BUDGET EXPLANATION

I. PERSONNEL

Method One: five day workshop

Director: 5 days preparation, 2 days evaluation and wrap up @ $100/day.	$ 700
One teacher @ $100/day for 15 days for preparing 30 lesson plans and teaching.	$1,500
Second teacher for 10 days @ $100/day for teaching and preparing lesson.	$1,000
One assistant @ $50/day for 10 days for lab work	$ 500
Secretary: 5 days preparation, 1 day publicity, 1 day selection for 7 days @ $50 per day.	$ 350

Basis for salary rate: Academic personnel @ $500 per week and staff members @ $250 per week.

Subtotal Salaries	***$4,050***

II. MATERIALS AND SUPPLIES

Photocopies: 50 participants with 30 lesson plans at 5 pages per lesson plan @ 5 cents per copy.	$ 375
Lab supplies: 50 participants @ $10	$ 500
Subtotal Materials/Supplies	***$ 875***

III. FRINGE BENEFITS

Based on 16% of salaries = 16% of $4,050	$ 650
DIRECT COSTS: SUMMARY OF I, II AND III	$5,575

IV. INDIRECT COSTS

Based on 10% of direct costs	$ 560

V. TOTAL GRANT REQUEST **$6,135**

(This material is covered in Exhibit I but is repeated here to show its location in the proposal. Frequently this section may require several pages. Although the funding agency may not request it, this section should be included.)

Appendix B: Proposal Two

21ST CENTURY CLASSROOM PROJECT REQUEST FOR PARTICIPATION

Number_____
Review Panel_____

PROJECT TITLE:
Interactive Learning Through Technology

Grade Levels involved in the project (Choose one):

- ❑ Elementary School - students in grades K-6 only.
- ❑ Middle School - students in grades 5-9 only.
- ❑ High School - students in grades 9-12 only.

Number of classrooms requested in the project _____16
Total number of students who will participate in the project _____400
Subject Area(s) involved *Science and Mathematics-Interdisciplinary*
Specific Grade Level(s) involved *1-6*

1) Briefly describe the desired outcome (goal) of the project). (10 points)
*The goal is to help students learn to work in collaboration with others and become independent learners and problem solvers. The **need** is to make learning more exciting and meaningful. We will do this by using cooperative learning and interdisciplinary study through interactive technology.*

2) Briefly describe the project. (15 Points)
Through interactive technology students will be able to relate their subject matter to real life situations and work in teams to solve problems. Students will collect data and share results on interdisciplinary projects with students in their schools. The classes will communicate via computer terminals by writing their comments, solutions, thoughts using word processing and transmitting the data via modem. Other districts can replicate the technology to permit sharing among schools.

3) Relate this project to your long-range school improvement goals an/or restructuring. (10 points)
Our long range improvement goal is to have teachers develop new techniques to motivate their students. Students and teachers will use technology to focus on guided exploration in interdisciplinary science and mathematics. This innovation in school restructuring will empower students to learn independently, increase their achievement, promote critical thinking and improve self-confidence.

4) What aspect of the project specifically demonstrates transforming traditional instructional practices? (15 points)
The project will introduce through telecommunications and computer assisted instruction an interactive learning process. Students will have access to electronic mail, bulletin boards and on-line libraries as well as practicing scientists and professionals. Teachers will guide students working in teams through the development of practical class projects teaching them to access and use information. Our telecommunications adopter and local university will provide continuous teacher training.

5) How does the project utilize technology to integrate content areas? (15 points)
The project will use telecommunications such as the national Geographic Kids Network to integrate content areas. Subject area integration will involve hands-on application, problem solving activities, experimentation, and writing project to enhance student learning Students will use computer software and research materials in an interdisciplinary format to cooperatively solve problems. The practical use of interactive technology such as "The Voyage of the Mimi" will promote content integration.

6) How will the project be evaluated? What will be the indicators of success? (10 points)
Students' performances will be analyzed by comparing TCAP scores with comparable students in a tradition setting. Surveys evaluating students' teachers; and parents attitudes will be administered. In assessing the solution of problems the teachers will indicate on a scale of 1 to 5, the ability of the student to work independently and cooperatively. The portfolio assessment includes technology products, experimental write-ups, and writing samples evaluated by students and teachers.

7) Describe how this project will be institutionalized in the school if successful? (10 points)

This project will be institutionalized and maintained with firm commitment from our adopter (a telecommunications corporation), the PTO, community representatives and private contributors. The school adopter has agreed to provide a network modem, bank of telephones, cabling, software and human resources. Two local universities have committed to provide assistance in telecommunication and staff development in interactive technology through interdisciplinary curriculum workshops.

8) Describe one example of an exemplary student project assignment using technology as a tool. (10 points)

Students will be presented with a problem in ecology involving the effects of acid rain on the environment. Children in other schools and states with similar interests will be identified and paired with our students. They will locate their team members on a map, learn about their environment and communicate their ideas and solutions. This interactive, cooperative learning will promote cross-curricular instruction. Selected information from data bases will be placed in student portfolios.

9) Describe one example of how the role of the teacher will change with this project? (10 points)

The project will change the way teachers teach and the way students learn. The role of the teacher will change from lecturer to facilitator, coach and mentor. This technology will give teachers more time for individualized instruction to meet the special needs of students. The assessment of students through portfolios will provide better information for teachers to assist students. This technology-rich interdisciplinary environment will empower the teacher to motivate students to greater achievement.

21ST CENTURY CLASSROOM BUDGET APPROXIMATION SHEET FOR NETWORK CONFIGURATIONS

School: ***Idlewild Elementary Schools*** **16 Classrooms**

1) Teacher Workstation and Installation **$3,400**

2) Projection Device (Choose One)

1 $2,500/color LCD Panel with overhead projector	$2,500
Laser disc player, large screen, stand and security	$1,400
High quality printer	$1,500
Student workstation(s) and installation Number 16 x $2,200 (Cost Each Unit)	$35,200

Subtotal 2: **$40,600**

3) Additional Optional Equipment

16	$10/headphones
2	$160/powered speakers
1	$860/camcorder
16	$199/VCR
1	$1000 Color
16	$550/modem, software, phone line installation and costs (1st year)
1	$4,500/optical scanner (for test forms)
16	$500/dot matrix printer
2	$1,700/security sound device (includes 10 devices and one door switch)

Subtotal 3: **$30,224**

4) Software

Microsoft Works
Word Perfect & educational package

Subtotal 4: **$2,000**

5) Miscellaneous:	
Classroom phone line/modem connection (16 @ $100)	$1600
Local area network (LAN) software and cabling cost (16 @ $100)	$1600
Five days substitute pay to cover training period (16 @ $260)	$4160
Additional networking hardware (16 @ $350)	$5600
Electrical wiring (16 @ 400)	$6400
Security	
$50/anchor plate w/cables for each piece of equipment	
Number of teacher and student workstations 17 x $50.	$850
Subtotal 5:	**$20,210**
Grand Total	**$96,434**

Appendix C: Proposal Three

This proposal was completed on a form supplied by the funding agency.

I. Information about the Applicant

1. Is the applicant listed in the current publication of *The Official Catholic Directory*? If Yes, please give page number.
   Yes **Page Number: 10002**

2. Is the applicant organized as a non-profit organization?
   Yes

3. Has the applicant received a ruling or determination letter from the Internal Revenue Service concerning the applicant's exempt status? If Yes, please attach copy.
   Yes

4. Describe the applicant's purposes and activities in general. Give names of Board of Directors, if applicable.

The function of a small, rural Catholic School is not only to educate the children in the ways of the Lord, but we are now being called upon by our bishops to co-labor with pastors, when one is present, to bring the Lord to adults. Our school is small with a proud enrollment of 71 students—an increase of 53% over the past five years. We are discovering the need to reach out to the younger parents and assist them in rearing their children in the faith. Our little community, founded by a priest in 1905, has strong roots in our grandparents. However, my staff is being called upon more often to educate and be spiritual leaders for these families. We are located 75 miles from the nearest town where they might receive education and updating. A Resource Library Project and updating for some teachers would enable us to be more efficient and effective in a time when both parents must work.

The consultative body who would manage this library would be the school principal, parish priest (who serves two parishes) and three of the teachers in the school.

II. Information about the Project for which the Grant is Requested.

1. Enter the amount requested.
   $2,982.00

2. Describe the project for which the grant is to be used. Attach copy of budget.

This project, Resource Library would enable our school community to better serve our families, those interested in the faith, and those seeking spiritual nourishment. The videos and the updating in old and new testament for teachers would enable the school to help families to grow in their faith.

3. Has the applicant applied for a grant from any other organization or individual for the purposes stated in this application? If Yes, list the names, addresses and telephone numbers of all organizations and individuals to whom the applicant has applied and state the amount requested.
   No

4. Person to contact who will be administering the proposed project.

Sr. Carol Shively, OSU	*Principal*
Name	Title
Route 1, Box 369	*Cambell, MO 63933*
Street Address	City, State, & Zip Code

Budget
St. Teresa School
Resource Library Project

Our Sunday Visitor

Complete Stories and Parable Services	94.75
Complete David and Goliath Series	75.00
The Table of the Lord (Videos and Parent Guide)	213.00
That's the Spirit Series	59.50

Sunburst

Friendship: The Good Times...The Bad Times	145.00
Liking Me: Building Self-Esteem	145.00
If Someone in Your Family Drinks	145.00
Aids Alert for Youth	115.00
Sex and Society (The Pressure)	185.00

Teleketics

The Choice of Confirmations	195.00
Right Here, Right Now (Alcohol and Drug)	29.95
Eucharist (Holy Communion)	120.00
William (Competition and Self Identity)	160.00
The Bible: What's it all about?	100.00

# Teacher Seminars (Classes) for three teachers: Updating in Old Testament, New Testament, and Sacraments.	1,200.00
Total	**$2,982.60**

WORKSHOPS AND VIDEO TAPES ON GRANT WRITING

Dr. Mathis and Brother Doody conduct one and two day customized workshops on grant writing for individual schools, school districts and college and university personnel on a contractual basis. In preparation for these sessions they research funding sources unique to the geographical area for presentation at the workshop.

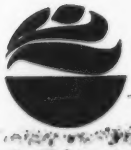
In addition, they have a forty minute tape titled "CBU Grant Proposal Seminar" which provides a concise overview of the essential elements of successful grantsmanship is available for $39.95. Make checks payable to Grants Workshop Account # 171 - 101 300 and mail to Dr. Mathis at CBU.

For information on workshops call, write, or fax:

Dr. Emily Mathis or Brother Edward Doody
Christian Brothers University
Box 3
650 East Parkway South
Memphis TN, 38104

Phone: Dr. Mathis (901) 722-0461
Dr. Doody (901) 722-0462

Fax (901) 722-0465



National Catholic Educational Association
Suite 100, 1077 30th Street, NW
Washington, DC 20007-3852
(202) 337-6232

BEST COPY AVAILABLE